



2021-2022 Quinto Grado Artes de lenguaje y lectura Unidad 04 Semana 4 (April 11-14, 2022)

Unit Title: Relaciones

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Essential Questions:
• What can we learn about ourselves by observing and interacting with others? • Why might an author repeat certain things such as events, images or words? • As you read the nonfiction text, what surprised you? • As you read the nonfiction text, what did the author think I already knew? • As you read the nonfiction text, what challenged, changed, or confirmed what I already knew? • What graphic features are in the text? • While reading, why is it important to ask and answer questions about the text? • What inferences can you make while you read? • What point of view is being used in this text? • How can you improve your reading in order to move up to the next level? • What strategies can you use when you are reading to help you decode? • What strategies can you use to help you comprehend what you are reading? • How can you read more fluently? • How can I generate ideas for my writing piece? • How can I improve my writing piece?
Core Competencies:
• Students will recognize literary elements in narrative nonfiction and cause-and-effect text structure. • Students will recognize literary elements in narrative nonfiction and cause-and-effect text structure. • Students will analyze characteristics of informational text, including diagrams, and identify details that support the author's central idea • Students will analyze plot elements, including rising actions, climax, falling action, and resolution. Understand conflict and what it contributes to a story • Students will make inferences and use text evidence to support understanding. • Students will analyze how the poet's words and the poem's structure can help them determine the overall theme. • Students will apply their knowledge of the features of an informational text, and make inferences about details that support the author's central idea. • Students will confirm that all parts of a story must fit together so that the ending feels satisfying and complete. • Students apply their knowledge of informational text features, and determine the difference between a fact and an opinion • Students will learn to recognize characteristics of informational videos and how narration, reenactments, and other visuals work together to explain a photograph. • Students will analyze literary elements and how tone and mood contribute to the theme of a text. Formative: • Running Records: Grade level and independent level texts • Application of foundational skills (phonics and grammar) in writing • Completing the writing process in stages successfully with peer and teacher conferencing. Anecdotal notes during small group instruction



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Summative:

- Weekly Selections Quizzes
- Weekly Assessment

Culminating Project: Create Science Magazine: Plan and Draft Guide students to choose an animal for the focus of the magazine spread. Record and use notes to create a magazine spread. Create visuals in the style of a magazine. Have students review their writing as a group and make revisions as necessary.

Spanish Language Arts

UNIT 4 WEEK 4

20-21 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
5.1A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments; 5.1.C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and 5.1.D work collaboratively with others to develop a plan of shared responsibilities.	5.3A use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; 5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; 5.3C identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots including audi, crono, foto, geo, and terr; 5.3D identify, use, and explain the meaning of idioms, adages and puns; and 5.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. 5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and	5.2A(i) decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate); 5.2A(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus; 5.2A(iii) decoding and differentiating meaning of word[s] based on the diacritical accent; and 5.2A(iv) decoding words with prefixes and suffixes. 5.2B(i) spelling words with more advanced orthographic patterns and rules; 5.2B(ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;	5.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 5.11B(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and 5.11B(ii) developing an engaging idea reflecting depth of thought with specific facts and details; 5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; 5.11D(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 5.11D(iii) collective nouns; 5.11D(iv) adjectives, including those indicating origin, and their comparative and superlative forms;



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	comprehension. The student is expected to: use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to: self-select text and read independently for a sustained period of time. 5.6A establish purpose for reading assigned and self-selected texts; 5.6C make and correct or confirm predictions using text features, characteristics of genre, and structures; 5.6D create mental images to deepen understanding; 5.6E make connections to personal experiences, ideas in other texts, and society; 5.6F make inferences and use evidence to support understanding; 5.6G evaluate details read to determine key ideas; 5.6H synthesize information to create new understanding; and 5.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 5.7A describe personal connections to a variety of sources, including self-selected	5.2B(iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; 5.2B(iv) spelling words with diphthongs and hiatus; and 5.2B(v) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and 5.2C write legibly in cursive.	5.11D(v) conjunctive adverbs; 5.11D(vi) prepositions and prepositional phrases and their influence on subject-verb agreement; 5.11D(vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite; 5.11D(viii) subordinating conjunctions to form complex sentences; 5.11D(ix) capitalization of initials, acronyms, and organizations; 5.11D(x) punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and 5.11(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and 5.11E publish written work for appropriate audiences. 5.12A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; 5.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; 5.12C compose argumentative texts, including opinion essays, using genre
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	texts; 5.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 5.7C use text evidence to support an appropriate response; 5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; 5.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 5.7F respond using newly acquired vocabulary as appropriate; and 5.7G discuss specific ideas in the text that are important to the meaning. 5.8A infer multiple themes within a text using text evidence; 5.8B analyze the relationships of and conflicts among the characters; 5.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; 5.9B explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms; 5.9C explain structure in drama such as character tags, acts, scenes, and stage directions; 5.9D(i) the central idea with supporting evidence;		characteristics and craft; and 5.13A generate and clarify questions on a topic for formal and informal inquiry; 5.13B develop and follow a research plan with adult assistance; 5.13C identify and gather relevant information from a variety of sources; 5.13E demonstrate understanding of information gathered; 5.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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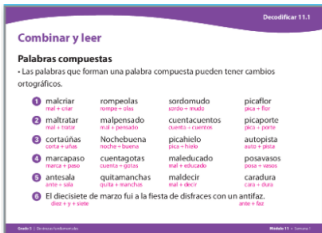
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	5.9D(ii) features such as insets, timelines, and sidebars to support understanding; and 5.9D(iii) organizational patterns such as logical order and order of importance; 5.9E(i) identifying the claim; 5.9E(ii) explaining how the author has used facts for or against an argument; and 5.9E(iii) identifying the intended audience or reader; and 5.9F recognize characteristics of multimodal and digital texts. 5.10A explain the author's purpose and message within a text; 5.10B analyze how the use of text structure contributes to the author's purpose; 5.10C analyze the author's use of print and graphic features to achieve specific purposes; 5.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; 5.10E identify and understand the use of literary devices, including first- or third-person point of view; 5.10F examine how the author's use of language contributes to voice; and		
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	Day 1	Day 2	Day 3	Day 4	Day 5
Rutina de combinación de sílabas 1. Muestre las tarjetas de letras. 2. Deslice la primera letra para identificar la primera sílaba y lea. 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra. Rutina de vocabulario: 1. Observen la palabra. 2. Digan la palabra. 3. Modele-Cómo formar la palabra 4. Formen la palabra. 5. Encuentren la palabra en un texto	Phonics/Fluency/Spelling				
	Palabras compuestas M11 T10 Remind students that a compound word consists of one or more words that come together to form a new word. Say that recognizing compound words and the words that form them will allow students to decode longer words. Follow the mostrar y motiva routine  IP: Have students work in small groups or with partners to complete page 231 of Aprende y demuestra. Ortografía M11 T12 Palabras compuestas Fluidez M11 T13 Accuracy and Self-Correction		Palabras compuestas M11 T10 Remind students that a compound word consists of one or more words that come together to form a new word. Say that recognizing compound words and the words that form them will allow students to decode longer words. Follow the mostrar y motiva routine  IP: Have students work in small groups or with partners to complete page 232 of Aprende y demuestra.		



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Word Study/Academic Language/Oral Language					
Review any needed academic and story vocabulary needed for the revisited texts.					
Interactive Read Aloud					
Rutina de Conversación en Parejas. 1.Question/Pre pregunta- Presenta la pregunta a estudiantes. 2.Stem/Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir 3.Signal/Señala -Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa. 4.Share/Comparte-Estudiente compartirá su oración y su pensamiento con su grupo o compañero/a.	M11 Genre Study G9 Focal Text: When a Hurricane Hits myBook 1 p218-234 Have students reread pp. 219–221 in myBook, Book 1. Work with students to analyze how the authors of Hurricanes deliver information to the reader. <i>Why do the authors include the sidebar on page 221? Why do the authors include the chart on page 231?</i>  Structured Conversation: Talk about how authors achieved their purposes by answering questions such as these: <i>What is the purpose of each text or graphic feature that the author uses? What text structures does the author use? What content-area words does the author use?</i>	M11 Genre Study G11 Focal Text :Hurricanes myBook 1 p218-234 Have students reread “When a Hurricane Hits” on pp. 227–231. Work with them to investigate how the authors use central ideas and details to achieve their purpose. <i>What do the main head and subheads tell you about the topic of this section? What is the central, or main, idea? Read the first sentence of paragraph 15 and the last sentence of paragraph 16. Which sentence contains the central idea? Why might the authors have put the central idea here? The photo of Hurricane Floyd on page 229 supports what central idea?</i> 	M11 Genre Study G13 Focal Text: Hurricanes myBook 1 p218-234 Have students reread pp. 220–225 of myBook 1. Use the questions below to guide students’ analysis of the authors’ use of text and graphic features. <i>Why do the authors use boldface type for some text on pages 220 and 222? Why do you think the authors use questions as headings for the sidebars on pages 221 and 223–224?</i>  Structured Conversation: Encourage groups to talk about how the authors use text and graphic features to achieve a particular purpose. <i>What is the purpose of this text? What text and graphic features does the author use to achieve the purpose? How do these</i>	M11 Genre Study G15 Focal Text :Hurricanes myBook 1 p218-234 Have students reread the section “A Hurricane’s Life Cycle” on pp. 220–222 of myBook 1. Work with students to investigate how the authors use text structure to achieve their purpose. <i>What is this section’s heading? What is this section’s topic? What is the authors’ purpose in this section of text? Which text structure can be used to explain events in time order? Which text structure do the authors use? How do you know?</i>  Structured Conversation: Encourage groups to use questions such as these to discuss how the author uses text structure to achieve a	M11 Genre Study G16 Remind students that authors make choices about what genre to use, depending on their purpose for writing. Ask: <i>What is an author’s purpose for writing an informational text?</i> (to inform readers about a topic) Explain that authors of informational texts choose the text structures that best explain their ideas. Ask: <i>What text structure can describe why something happened?</i> (cause/effect) Discuss with students the choices authors make about text and graphic features. Ask: <i>What kinds of graphic features might an author choose for a science text?</i> (diagrams, charts, graphs) <i>What graphic features might an author choose for a text that tells about historical events?</i> (timelines, maps, illustrations)



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5. Assess/Evalúa
-Elegir al azar a los estudiantes o grupo que compartirán su respuesta y pensamiento.

How does the author tell readers what they mean?

Structured Conversation:
Talk about how authors achieved their purposes by answering questions such as these: *What is the central idea that the author wants readers to understand from the text? Which central ideas are best supported by details in the text?*

features help readers better understand the ideas presented?

particular purpose: *What purpose is the author trying to achieve? Which text structure(s) does the author use to achieve that purpose? What transition words or phrases signal the text structure(s) being used?*

Mini-lesson

Informational Text Characteristics G8

Review with students the characteristics of informational texts. Remind students that the purpose of informational text is to inform an audience about a topic, and central idea, using facts.

Informational Text

Informational text is nonfiction that gives facts about a topic.

Purpose: to inform about a topic or central idea.

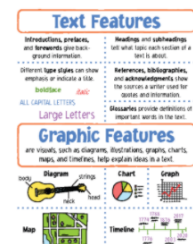
- includes details about the central idea such as facts, examples, and evidence.
- The writer uses a variety of text features to help the reader understand the topic.
- includes text features such as headings, captions, labels, lists, and bold or italic words.
- includes graphic features such as charts, maps, diagrams, tables, captions, photos, and illustrations.
- is organized in a way that helps the reader understand the topic, compare and contrast, cause and effect, or problem and solution.
- includes content area words that relate to the topic.

Central Idea G10

Remind students that the central idea of a text is what the text is mostly about. Tell students that if the author does not state the central, or main, idea directly, they can look for text clues that will help them infer the central idea. Review the types of text clues that help readers identify the central ideas.

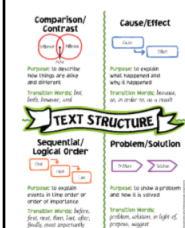


Text & Graphic Features G12
Review the anchor chart with students and discuss the types of text and graphic features that can be found in informational texts.



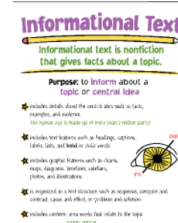
Text Structure G14

Informational text informs readers about a topic, and that to help convey specific types of information, an author uses different text structures. Include the purpose of each text structure and its transition words in the review.



Synthesize Genre G16

Have volunteers name texts they have read, telling the topic and the central idea(s) for each text.



Writing Workshop

Writing Form: Realistic Story

Writing Prompt: Write a fictional short story based on a person, place, or community of people you know well.

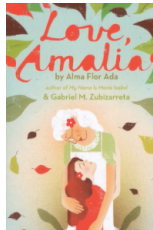
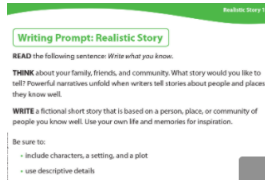
Rubric: [Teacher Rubric](#)

[Student Friendly Rubric SP](#)



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	Intro to Focal Text M11 W166 Tell students that they will be exploring their memories in order to tell stories. Remind students that a narrative is a story and that narratives can be fictional or nonfictional. Say: <i>We are going to write fictional stories. That means they are made up. But fictional stories can be based on real-life events or memories. That’s a strategy many writers use called “writing what you know.”</i>	The Read M11 W167 Remind students that in the previous lesson they were encouraged to explore memories that are associated with objects that had special meaning. Ask: <i>Why do you think we remember certain things and not others? Do you think our memories capture exactly what happened?</i> Link their memories with the web graphic organizer on Writer’s Notebook page 11.2  Read aloud the first three chapters of Love, Amalia or as much as time allows. As you read, have students look for memories that the characters discuss and how they present them. Stop to point out these moments and also to ask comprehension questions.	Vocabulary M11 W168 Have students begin a Word Bank on Writer’s Notebook page 11.3. Browse Love, Amalia and encourage volunteers to suggest words, such as those below, that they find vivid or descriptive of whose meaning they would like to learn. <table><tr><td>subtle</td><td>sloathered</td><td>crimson</td></tr><tr><td>lush</td><td>fascinating</td><td>tasteful</td></tr><tr><td>extraordinary</td><td>elegy</td><td>prelude</td></tr><tr><td>enthusiasm</td><td></td><td></td></tr></table> Vocabulary Identify each entry in your Word Bank as one of the following. • Write CN next to each common noun. • Write A next to each adjective. • Write V next to each verb. Have students use a dictionary or online resource to define each word on their list.	subtle	sloathered	crimson	lush	fascinating	tasteful	extraordinary	elegy	prelude	enthusiasm			Prewriting: Preparing to Write M11 W169  Explain that sometimes writers use brainstorming to arrive at a suitable topic for their work. Say: <i>When you brainstorm, you allow your mind to go from one idea to another. Don’t force your thinking; just let it flow.</i> Model brainstorming for a topic. <i>THINK ALOUD One place that pops into my mind is my local bike shop. That makes me think of an employee there who was chomping on an apple while showing me a bike. That makes me think about the candy apples they used to sell at school fairs—and a funny event that once happened. I’ll write a story about a character who goes to a school fair and has a funny experience involving a candy apple.</i>	Drafting I: Beginning the Draft M11 W170 Review the meanings and importance of setting, characters, plot, and conflict. Explain that the main characters, setting, and conflict are typically introduced near the beginning of a story. Show Display and Engage 11.4a–11.4f and have students turn to Writer’s Notebook pages 11.7–11.9.
subtle	sloathered	crimson															
lush	fascinating	tasteful															
extraordinary	elegy	prelude															
enthusiasm																	
Independent Writing																	
Provide sentence frames to	Ask: <i>What message</i>	Have students choose three	Have students set goals for	Have students begin to													



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	help students articulate their memories: When I see____, it reminds me about ____ . When I look at ____ , I feel____because____ .	<i>or messages do you think the writer is trying to express? What evidence in the story makes you think that? Why might you need to read more to really understand the book's themes?</i>	words from the entries in their Word Bank and use them to write a short description of a person or place.	their stories by adding to the list on Writer's Notebook page 11.6 or in their own notebooks.	draft their stories, using their prewriting notes to help focus their writing.
	Grammar				
	Patterns of Power- Review				
	Grammar				
	Repaso de oraciones completas E231	Repaso de tipos de oraciones E251	Repaso de oraciones compuestas E206	Repaso de oraciones complejas E331	Repaso de sustantivos comunes y nombres propios E211
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Station Suggestions in Module 11 Pages T9-22					

FIFTH GRADE
ELLD Block
UNIT 4 WEEK 4



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Science Content TEKS:

5.8(B) explain how the Sun and the ocean interact in the water cycle

Language TEKS:

5.2A(ii) decoding multisyllabic words

5.2B(v) spelling words using knowledge of prefixes

5.2B (vi) spelling words using knowledge of suffixes

5.3(C) identify the meaning of and use words with affixes and roots

5.6(B) generate questions about text before, during, and after reading

5.7(C) use text evidence to support an appropriate response

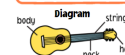
5.9(D)(ii) [recognize] text features to support understanding

5.11D(iii) collective nouns

5.12(B) compose informational text

Resource STEMscopes

- The Sun and the Water Cycle (STEMscopedia)

Day 1 Focus – Comprehension	Day 2 Focus- Comprehension Word Study	Day 3 Focus- Foundational Skills Phonics, grammar	Day 4 Focus- Composition Writing Process/ Genres	Day 5 Focus – Assessment and Cross-linguistics connections
Making Predictions: Guide students to make predictions based on the cover and picture walk. What do you see in the pictures? What do you predict this text will be about? 	Shared Reading: Reread text with students and make connections to the text: What are some events that could affect the water cycle? Comprehension Skill: Focus on comprehension skills with modeling and prompting. Text Features Introductions, prefaces, and forewords give background information. Different type styles can show emphasis or indicate a title: boldface <i>italic</i> ALL CAPITAL LETTERS Large Letters Headings and subheadings tell what topic each section of a text is about. References, bibliographies, and acknowledgments show the sources a writer used for quotes and information. Glossaries provide definitions of important words in the text. Graphic Features are visuals, such as diagrams, illustrations, graphs, charts, maps, and timelines, help explain ideas in a text. 			



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Read aloud and stop to engage students with the text through guided questions:

p.1 How does the Sun move water in the water cycle from the oceans? *The Sun moves water in the water cycle from the oceans by ____.*

What is the energy source for the water cycle? *The energy source for the water cycle is ____.*

p.2 What are the different components of the water cycle? *The different components of the water cycle are ____.*

Does the water cycle have a starting point? Why? *The water cycle ____ have a starting point because ____.*

p. 4 How does the Sun affect weather patterns that move water and form precipitation? *The Sun affects weather patterns that move water and form precipitation by ____.*

text features and graphic features authors use in order to comprehend the process. Good readers always skim the text prior to reading it, to identify and use the information from text and graphic features to generate questions.

Why did the author add diagrams of the Water Cycle to the text? How do you think the models of the water cycle compare to the actual water cycle? What are some limitations of these models?

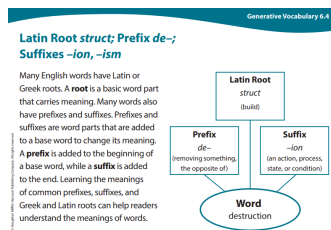
Vocabulary Picture Walk:

Students will review and read key vocabulary from the STEMscopes vocabulary slideshow and the text.

Accumulation
Condensation
Precipitation
Fresh Water
Ocean
Runoff
Saltwater
Water Cycle
Atmosphere

Acumulación
Condensación
Precipitación
Agua dulce
Océano
Escurrentía
Agua salada
Ciclo del agua
Atmósfera

Skeptical about changes in the water cycle delays the process of creating awareness in people of how to care for our planet.



Grammar: Review correct use of **collective nouns** with examples from the text or sentences about the topic in the text.

A **shower** is part of the precipitation step in the water cycle.

All **people** have noticed changes in the water cycle around the world.

Natural **bouquets** of flowers grow in gardens due to the water cycle.

providing the Earth with fresh water? What are some events that could affect the water cycle?

The _____ is the process in which _____ is _____. The main source of _____ in the _____ is the _____. Oceans are _____ for the _____ because _____. They _____ the most _____ on the planet. There are events that can affect the _____. One example can be _____. When _____ happens, _____. Another example is _____ because _____. The _____ keeps water _____ around _____. It is _____ that _____.

cambios en el ciclo del agua.

**Even though there are collective nouns in English and Spanish, they do not always translate.*

COLLECTIVE NOUNS

PEOPLE	ANIMALS	THINGS
A band of men	A colony of gulls	A batch of cakes
A cast of actors	A brood of hens	A bottle of milk
A stack of librarians	A flight of birds	A bowl of rice
A sentence of judges	A flock of turkeys	A box of cereal
A galaxy of beauties	A group of guinea pigs	A can of soda
A bevy of girls	A litter of cubs	A litter of cats
A choir of singers	A kennel of dogs	A carton of milk
A hack of smokers	A sloth of bears	A cup of tea
A blast of hunters	A gang of weasels	A glass of water
A blush of boys	An ambush of tigers	A jar of honey
A board of directors	A smack of jellyfish	A jug of water
A circle of friends	A destruction of (wild) cats	A kilo of meat
A body of men	A company of angelfish	A loaf of bread
A bunch of crooks	A squad of squid	A packet of tea
A caravan of travelers	A swarm of eels	A piece of cheese
A class of pupils	A troupe of shrimp	A troupe of actors
A company of actors	A knot of toads	A slice of bread
A crew of sailors	A cove of worms	A tub of margarine
A gang of thieves	A culture of bacteria	A bar/A square of chocolate
A disguising of tailors	A flight of butterflies	
A doctrine of doctors	A cluster of spiders	
A staff of employees		

Sustantivos colectivos	Sustantivos individuales
nuchedumbre	persona
arboleda	arbol
plumaje	pluma
bosque	arbol
bandad	pijaro
archipiélago	isla
rebaño	oveja
jauría	perro
orquesta	músico
manada	lobo
cardumen	pez
multitud	persona
enjambre	abeja
rosaleda	rosa
ejército	soldado
tribu	indígena
equipo	jugador
alameda	álamo
floca	nave
constelación	estrella
alumnado	alumno
hormiguero	hormiga
palmar	paloma
dentadura	diente

Suggested Previews

Picture Walk STEMscopes- Preview vocabulary for the topic using the STEMscopes Spanish vocabulary slideshow. Integrate the use of concrete objects, multimedia, and gestures to clarify the concepts.
Technology Tool: Padlet

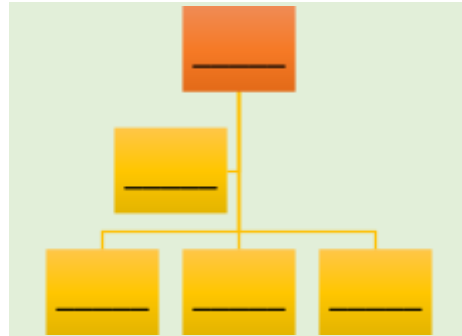
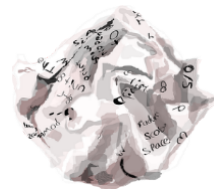
Carrousel Activity: (Seidlitz) (Teacher-Led)

- 1.Divide students in groups and assign them to a breakout room or station in class.
- 2.Each station/breakout room will have a set of questions for students to answer in the time assigned.



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		3.Once time is over students will rotate to the next station/ breakout room to interact with the next set of questions. 4.Once all students rotate, the teacher shares questions and responses addressing misconceptions in preparation for the new topic. 	
Suggested Reviews	Roving Paragraph: (Teacher-Led, Whole Class or Groups) 1.Create a writing prompt for students aligned to the content topic. 2. Divide students in groups and assign a color marker or font to each student. 3.Share prompt with the groups and model how to write the first sentence of the paragraph. 4. Each student will add a sentence to the paragraph with the goal to write a story, summary, or informational text about the topic. 	List/Group/Label (Seidlitz) (Teacher-Led, Whole Class or Groups) 1.Prepare key vocabulary cards about the topic. 2. Divide the class in groups/breakout rooms and give them a set of vocabulary cards. 3.Students will read the words and brainstorm what they know about the words and their concepts. 4. Students will list, group, and label words by categories decided by them. 5. Students will explain the words to other groups or classes. 	Think and Throw (Lead4Ward) (Teacher-Led) 1. Students anonymously answer a practice question, respond to a Think It Up question, or complete a one minute paper. 2. Students crumple responses into a snowball and throw it at the teacher’s signal. 3. Students pick up and toss three more snowballs. 4. Students pick up a 4th snowball, form groups of 3-4, and share responses. 5. Student groups evaluate responses and select the one that is the best. 6. Teacher allows 3-4 “winning” responses to be read aloud. 7. Teacher clarifies/verifies as appropriate. 



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